

The third floor could be turned into a conference meeting room for display + work shops. Hire speakers to speak to any work shop. Set up tables + chairs

#### SECTION ONE:

The museum should cover the history of education in the commonwealth and town. Topics to cover in this section:

1. Early "primer" schools-inform visitors about Mass Bay Colony law requiring towns to have a school; give an example of curriculum.
2. History of early district school system and explain the concept of each district being essentially independent of town control. Compare and contrast the idea of building and supplies being supported by "wealthy" men in the district. (here is segue to Rogerson and Whittin donating land-also segue into deplorable condition of original school)
3. Compare and contrast the emergence of the textile school district vs. the agricultural district. Find possible term schedules for comparisons.
4. Explain the commonwealth's abandonment of the district system but the town's retention of the system. Have copies of the school committee report.
5. Explain the role of the neighborhood school in the identity of each section of town. Here personal stories of alumni would be excellent.  
Give examples of holiday traditions in the school i.e. Memorial Day
6. Give modern example of school systems returning to the concept of "neighborhood" schools.

#### SECTION TWO:

The museum should cover the cultural development of the North End. Topics to cover in this section:

- 1) Yankee farms and agriculture
- 2) Beginnings of North End as a business/commercial district
- 3) Industrial revolution-
  - ✦ Brief history of textile in Uxbridge
  - ✦ Brief overview of mills in the North End
  - ✦ Compare and contrast difficulties of accommodating truancy because of employment in the mills and preparing a curriculum to prepare children for a role in an economy based on commerce rather than barter.
- 3) Immigration issue and its rippling effects on both the social and education development of the North End
  - ✦ North End cessation bid and the role of rail road and mills in the attempt

- ✚ Americanization class and adult education classes
- ✚ Branch library offering Italian and French language books

4) The growth of the North End and the enrichment of its culture through the full emergence of its immigrant groups.

- ✚ North End as a political power
- ✚ North End as the other commercial district
- ✚ List well known businesses and cite fact all were alumni of the school

Romasco Monuments Works

Tancrell Market

Blanchard Quarry

Frabotta

Gorman's Bakery

### SECTION THREE:

The museum should cover the last decade of the building (negative press) and the subsequent community involvement in the revitalization of the building.

1. The Friend of the Blanchard School
2. Stories of former students, teachers and parents.
3. Interviews with neighbors
4. The Blanchard Committee
5. The painting
6. Grants
7. Town meeting approval of funds for study
8. etc.

Cases can line the walls with artifacts from the building, the school and the neighborhood. The museum should reflect the school as an integral component of the community, not as a stand alone entity. The neighborhood school was more than just a place to lead your four "R's"- it was a community meeting place for moms picking up their children; it was a community playground; it was adult education classes; it was a potential museum (cite Ronan); it was a generational artifact for many families and it was a source of neighborhood identity.